

## SPARK Alignment with Georgia Physical Education Standards

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>K-2 (2008 Edition)</b>			
Physical Fitness <b>Standard:</b> Participates in developmentally appropriate health-related fitness activities.	Games Rubric	<ul style="list-style-type: none"> <li>• Fitness Introduction</li> <li>• Individual Rope Jumping I and II</li> <li>• Sugar and Fat Tag</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Jumping</li> <li>• Games</li> </ul>
Movement Concepts <b>Standard:</b> Demonstrates and identifies the basic locomotor movements of walking, running, hopping, jumping, galloping, sliding, leaping, and skipping.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Locomotor Skills, Levels, and Directions</li> <li>• 4 Corners</li> <li>• Locomotor Grab Bag</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• ASAP</li> <li>• ASAP</li> </ul>
Movement Concepts <b>Standard:</b> Demonstrates and identifies basic nonlocomotor movements of bending, straightening, curling, stretching, twisting, turning, swinging, swaying, rising, and collapsing.	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Body Management and Balance</li> <li>• Twist &amp; Turn/ Bend &amp; Stretch</li> <li>• Basic Body Positions</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Manipulatives</li> <li>• Balance, Stunts, and Tumbling</li> </ul>
Movement Concepts <b>Standard:</b> Exhibits concepts of general and personal space using a	Building a Foundation Rubric	<ul style="list-style-type: none"> <li>• Orientation and Personal Space</li> <li>• General Space</li> </ul>	<ul style="list-style-type: none"> <li>• Building a Foundation</li> <li>• Building a</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
variety of movement skills while transferring weight in various levels, directions, and pathways.		<ul style="list-style-type: none"> <li>and Creative Moves</li> <li>• Locomotor Skills, Levels, and Directions</li> </ul>	<ul style="list-style-type: none"> <li>Foundation</li> <li>• Building a Foundation</li> </ul>
Movement Competencies <b>Standard:</b> Demonstrates basic manipulative skills of throwing, catching, striking, and kicking.	Catching and Throwing Rubric	<ul style="list-style-type: none"> <li>• Throwing Underhand to Targets</li> <li>• Kicking for Accuracy</li> <li>• Striking with Paddles</li> </ul>	<ul style="list-style-type: none"> <li>• Catching and Throwing</li> <li>• Kicking and Trapping</li> <li>• Dribbling, Volleying, and Striking</li> </ul>
Movement Competencies <b>Standard:</b> Demonstrates static balance using various body parts.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Static Balances</li> <li>• Body Management and Balance</li> <li>• Toys Alive!</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Building a Foundation</li> <li>• ASAP</li> </ul>
Movement Competencies <b>Standard:</b> Demonstrates basic rhythmic movements, timing, and following a beat.	Dance Rubric	<ul style="list-style-type: none"> <li>• The Conga</li> <li>• Hawaiian Roller Coaster Ride</li> <li>• Alley Cat</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• ASAP</li> </ul>
Self-Management <b>Standard:</b> Applies classroom rules, procedures, and safe practices.	Balance, Stunts, and Tumbling Rubric	<ul style="list-style-type: none"> <li>• Stunts Introduction</li> <li>• Parachute Introduction</li> <li>• Roadway</li> </ul>	<ul style="list-style-type: none"> <li>• Balance, Stunts, and Tumbling</li> <li>• Parachute</li> <li>• ASAP</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Self-Management <b>Standard:</b> Shares space and equipment with others.	Games Rubric	<ul style="list-style-type: none"> <li>• Catch and Chase</li> <li>• Soccer Golf</li> <li>• Long Rope Jumping II</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Kicking and Trapping</li> <li>• Jumping</li> </ul>

## SPARK Alignment with Georgia Physical Education Standards

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>3-5 (2007 Edition)</b>			
Physical Fitness <b>Standard:</b> Participates in developmentally appropriate health-related fitness activities.	Fitness Circuits Think About	<ul style="list-style-type: none"> <li>• Resistance Band Workout</li> <li>• Flexibility Circuit</li> <li>• Body Composition BINGO</li> <li>• Number Run</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Fitness Circuits</li> <li>• Fitness Challenges</li> <li>• Walk/Jog/Run</li> </ul>
Movement Concepts <b>Standard:</b> Demonstrates and identifies the basic locomotor movements of walking, running, hopping, jumping, galloping, sliding, leaping, and skipping.	Chasing and Fleeing Self-Check	<ul style="list-style-type: none"> <li>• 4-Corner Scramble</li> <li>• Addition Tag</li> <li>• Designated Driver</li> </ul>	<ul style="list-style-type: none"> <li>• Recess Activities</li> <li>• Chasing and Fleeing</li> <li>• Cooperatives</li> </ul>
Movement Concepts <b>Standard:</b> Demonstrates and identifies basic nonlocomotor movements of bending, straightening, curling, stretching, twisting, turning, swinging, swaying, rising, and collapsing.	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> <li>• Look, Learn and Leave</li> <li>• Those Tricky Transitions</li> <li>• Stunt Stories and Tumbling Tales</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
Movement Concepts <b>Standard:</b> Exhibits concepts of	Create a Game Performance Rubric	<ul style="list-style-type: none"> <li>• Mini-Hockey</li> <li>• Quick-Play Mini-</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Football</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
general and personal space using a variety of movement skills while transferring weight in various levels, directions, and pathways.	(Aerobic Games)	<ul style="list-style-type: none"> <li>• Football</li> <li>• Mini-Basketball</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> </ul>
Movement Competencies <b>Standard:</b> Demonstrates basic manipulative skills of throwing, catching, striking, and kicking.	Softball Self-Check	<ul style="list-style-type: none"> <li>• Batting Practice</li> <li>• Mini-Basketball</li> <li>• Ball-Control Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Basketball</li> <li>• Soccer</li> </ul>
Movement Competencies <b>Standard:</b> Demonstrates static balance using various body parts.	Stunts and Tumbling Self-Check	<ul style="list-style-type: none"> <li>• Look, Learn and Leave</li> <li>• Daily Dozen</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> </ul>
Movement Competencies <b>Standard:</b> Demonstrates basic rhythmic movements, timing, and following a beat.	Dance Self-Check	<ul style="list-style-type: none"> <li>• California Strut</li> <li>• Achy Breaky Heart</li> <li>• 5, 6, 7, 8</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Dance</li> </ul>
Self-Management <b>Standard:</b> Applies classroom rules, procedures, and safe practices.	Are You Part of the Cast Cooperative Self-Check	<ul style="list-style-type: none"> <li>• Medicine Ball Madness</li> <li>• Batting Practice</li> <li>• Mini-Hockey</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Softball</li> <li>• Hockey</li> </ul>
Self-Management <b>Standard:</b> Shares space and equipment with others.	Cooperative All-Star Self Check	<ul style="list-style-type: none"> <li>• Cooperative Countdown</li> <li>• Designated Driver</li> <li>• 4 Corners</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Cooperatives</li> <li>• ASAP</li> </ul>

## SPARK Alignment with Georgia Physical Education Standards Grade 6 MS (2011 Version)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>PE 6.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.</b>			
Performs complex movement patterns used in small-sided game situations.	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Volley Tennis</li> <li>• Extreme Rally</li> <li>• 3-on-3 Basketball</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Racquets and Paddles</li> <li>• Basketball</li> </ul>
Performs specialized manipulative skills in an applied setting to include throwing and catching.	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Under Pressure</li> <li>• Fly Out Throw Out</li> <li>• Modified Team Handball</li> </ul>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Softball</li> <li>• World Games</li> </ul>
Performs advanced rhythm sequences that combine movement, complex concepts and skills.	Dance <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Rev Up the Electric Slide</li> <li>• The Korobushka Jigsaw</li> <li>• The Norwegian Polka</li> </ul>	Dance
<b>PE 6.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</b>			
Identifies concepts that apply to the movement and sports skills being practiced.	Sample debrief question: <i>How do you apply rotation principles when performing a cartwheel? Throwing a disc?</i>	<ul style="list-style-type: none"> <li>• Advanced Progressions</li> <li>• Shot Put</li> <li>• Disc Throwing Stations</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Track</li> <li>• Flying Disc</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Knows the difference between massed and distributed practice and the advantages of each.	Sample debrief question: <i>What is the difference between massed and distributed practice?</i> <i>Name some benefits of distributed practice over massed (fatigue not a factor, attention rate improved, easier to maintain motivation, etc.)</i>	<ul style="list-style-type: none"> <li>• Sprint and Jump Circuit</li> <li>• Self-Guided Tour</li> <li>• Stability Ball and Medicine Ball Workout</li> </ul>	<ul style="list-style-type: none"> <li>• Track</li> <li>• Stunts</li> <li>• Fitness</li> </ul>
Describes basic strategies for offense and defense in small-sided game play.	Specific Unit: <ul style="list-style-type: none"> <li>• Written Test</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Zone Defense</li> <li>• Zone and Player-to-Player Defenses</li> <li>• Defense</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Soccer</li> <li>• Football</li> </ul>
Identifies steps correctly to perform a rhythmic pattern.	Dance: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Written Test</li> </ul>	<ul style="list-style-type: none"> <li>• Merengue Jigsaw</li> <li>• Swing Jigsaw (Lady's Turns, Gentleman's Turns)</li> <li>• Corazon Espinado Poco Loco</li> </ul>	Dance
<b>PE 6.3: Participates regularly in physical activity.</b>			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Identifies opportunities in school and community to be physically active.	<ul style="list-style-type: none"> <li>• Pedometer Log</li> <li>• Personally Fit Activity Challenge: In the Mood to Move</li> </ul>	<ul style="list-style-type: none"> <li>• Personally Fit</li> <li>• SPARKfit</li> </ul>	SPARKfamily.org
Participates in a variety of activities that result in a physically active lifestyle.	<ul style="list-style-type: none"> <li>• Heart Rate Monitor Log</li> <li>• <i>Create A Routine (Fitness Aerobic Capacity)</i> <i>Extension: Heart Rate Monitors</i></li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic Capacity Circuit</li> <li>• Fitness in the Middle</li> <li>• Balancing Strength and Flexibility</li> <li>• Body Composition Circuit</li> </ul>	Fitness  SPARKfit Personally Fit (SPARKfamily.org)
<b>PE 6.4: Achieves and maintains a health-enhancing level of physical fitness</b>			
Participates in criterion-referenced fitness assessments (e.g. Fitnessgram) with close teacher guidance and supervision and identifies ways to improve flexibility.	Fitness: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• SPARKfit</li> <li>• Personally Fit</li> </ul>	SPARKfamily.org



Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Identifies the basic principles of training to improve physical fitness.	Sample debrief question: <i>How would you use the principle of overload to safely improve your muscular strength?</i>	<ul style="list-style-type: none"> <li>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball Workout</li> <li>• Fitness in the Middle</li> </ul>	Fitness
Participates in activities designed to improve or maintain flexibility.	Fitness: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Balancing Strength and Flexibility Circuit</li> <li>• Introduction to Yoga</li> <li>• Introduction to Pilates</li> <li>• Combining Aerobic Capacity and Flexibility</li> </ul>	Fitness
<b>PE 6.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b>			
Participates responsibly by following rules and making appropriate decisions.	Cooperatives: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> </ul> Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> <li>• Responsibility and Routines</li> <li>• Final Cooperative Adventure Race</li> <li>• Karrimor International Mountain Marathon</li> </ul>	<ul style="list-style-type: none"> <li>• The First 5 Lessons</li> <li>• Cooperatives</li> <li>• Cooperatives</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Identifies and demonstrates safe practices in the physical education setting.	Cooperatives Performance Rubric	<ul style="list-style-type: none"> <li>• Partner Stunts</li> <li>• Advanced Progressions</li> <li>• Stability Ball and Medicine Ball Workout</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> <li>• Fitness</li> </ul>
Identifies the importance of etiquette in physical activity.	Cooperatives: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> </ul> Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> <li>• Respect and Roll-Taking</li> <li>• Acceptance and Super Grouping</li> <li>• Swing Etiquette and Basics</li> </ul>	<ul style="list-style-type: none"> <li>• The First 5 Lessons</li> <li>• The First 5 Lessons</li> <li>• Dance</li> </ul>
<b>PE 6.6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>			
Identifies the importance of etiquette in physical activity.	Cooperatives: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> </ul> Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> <li>• Respect and Roll-Taking</li> <li>• Acceptance and Super Grouping</li> <li>• Swing Etiquette and Basics</li> </ul>	<ul style="list-style-type: none"> <li>• The First 5 Lessons</li> <li>• The First 5 Lessons</li> <li>• Dance</li> </ul>
Analyzes the relationship between inactivity and cancer.	Cancer not specifically addressed in SPARK curriculum		

## SPARK Alignment with Georgia Physical Education Standards Grade 7 MS (2011 Version)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>PE 7.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.</b>			
Performs specialized manipulative skills in an applied setting to include striking and kicking.	Specific Unit: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Self-Check</li> <li>• Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Singles/Doubles Game Play</li> <li>• Chip and Putt Course</li> <li>• Dribble Keep Away</li> </ul>	<ul style="list-style-type: none"> <li>• Racquets and Paddles</li> <li>• Golf</li> <li>• Soccer</li> </ul>
Creates rhythm sequences that combine complex movement concepts and skills.	Dance: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Self Check</li> <li>• Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• La Bomba Poco Loco</li> <li>• Rev up the Bomba Poco Loco</li> <li>• Merengue Sweetheart</li> </ul>	Dance
Performs a movement sequence in a physical activity or game.	Stunts and Tumbling, Dance, Jump Rope Teacher Rubrics	<ul style="list-style-type: none"> <li>• Creating Combinations</li> <li>• Stunts and Tumbling Buffet</li> <li>• Create a Hip Hop Routine</li> <li>• Create your own Merengue Move</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Stunts and Tumbling</li> <li>• Dance</li> <li>• Dance</li> <li>• Jump Rope</li> </ul>
<b>PE 7.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</b>			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Explores basic physics concepts such as action-reaction, trajectory, levers, and linear velocity that are important in sports activities.	Sample debrief question: <i>How do body rotation, opposition, weight transfer and follow-through affect a thrown ball?</i>	<ul style="list-style-type: none"> <li>• Passing and Receiving</li> <li>• Shot Put</li> <li>• Distance and Accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Track</li> <li>• Flying Disc</li> </ul>
Identifies and predicts the open person concept in team sports activities.	Specific Unit Written Tests	<ul style="list-style-type: none"> <li>• Dribbling to Open Space</li> <li>• Keep Away (3-on-1)</li> <li>• Keep Away (2-on-1)</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Soccer</li> <li>• Hockey</li> </ul>
Describes and demonstrates the difference between person to person and zone defenses in invasion games.	Specific Unit Written Tests	<ul style="list-style-type: none"> <li>• Zone and Player-to-Player Defenses</li> <li>• Defense</li> <li>• Zone and Person Defense</li> <li>• Zone and Player-to-Player Defenses</li> <li>• Zone Defense</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Football</li> <li>• Flying Disc</li> <li>• Soccer</li> <li>• Hockey</li> </ul>
<b>PE 7.3: Participates regularly in physical activity.</b>			

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Accumulates recommended amount of physical activity daily in and outside of the physical education setting on a regular basis.	<ul style="list-style-type: none"> <li>• Heart Rate Monitor Log</li> <li>• <i>Create A Routine (Fitness Aerobic Capacity)</i> <i>Extension: Heart Rate Monitors</i></li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic Capacity Circuit</li> <li>• Fitness in the Middle</li> <li>• Balancing Strength and Flexibility</li> <li>• Body Composition Circuit</li> </ul>	Fitness  SPARKfit Personally Fit (SPARKfamily.org)
Identifies places in the community where the activities and sports learned in class can be played and enjoyed.	<ul style="list-style-type: none"> <li>• Pedometer Log</li> <li>• Personally Fit Activity Challenge: In the Mood to Move</li> </ul>	<ul style="list-style-type: none"> <li>• Personally Fit</li> <li>• SPARKfit</li> </ul>	SPARKfamily.org
<b>PE 7.4: Achieves and maintains a health-enhancing level of physical fitness</b>			
Uses results from a criterion-referenced fitness assessment (e.g. Fitnessgram) to monitor improvement.	Fitness: <ul style="list-style-type: none"> <li>• MS Unit Written Tests</li> <li>• Teacher Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• SPARKfit</li> <li>• Personally Fit</li> </ul>	(SPARKfamily.org)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
With teacher assistance, student develops a plan for improving cardio- respiratory endurance.	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> <li>• Gotta Have Heart</li> <li>• Aerobic Capacity Circuit</li> <li>• Heart Rate Highway</li> <li>• Daytona 2000</li> <li>• Create a Routine (Aerobic Capacity)</li> </ul>	Fitness
Assesses physiological indicators of exercise during and after physical activity designed to improve or maintain cardiorespiratory endurance.	<i>Create A Routine (Fitness Aerobic Capacity) Extension: Heart Rate Monitors</i>	<ul style="list-style-type: none"> <li>• Gotta Have Heart</li> <li>• Aerobic Capacity Circuit</li> <li>• Heart Rate Highway</li> <li>• Daytona 2000</li> <li>• Create a Routine (Aerobic Capacity)</li> </ul>	Fitness
<b>PE 7.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b>			
Demonstrates cooperation with peers of different gender, race, ethnicity, and/or ability in a physical activity setting.	Cooperatives: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> </ul> Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> <li>• Adventure Racing 101</li> <li>• Poker Adventure Race</li> <li>• Final Cooperative Adventure Race</li> <li>• Team Events</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Cooperatives</li> <li>• Various Units</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Remains on task without close supervision.	Specific Unit: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Self-Check</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Guided Tour</li> <li>• Disc Throwing Stations</li> <li>• Individual Trick Circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Stunts and Tumbling</li> <li>• Flying Disc</li> <li>• Jump Rope</li> </ul>
<b>PE 7.6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>			
Participates in health enhancing activities for personal challenge.	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> <li>• Gotta Have Heart</li> <li>• Aerobic Capacity Circuit</li> <li>• Heart Rate Highway</li> <li>• Basic Exercise Techniques</li> <li>• Fitness in the Middle</li> <li>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball Workout</li> <li>• Range of Motion Circuit</li> <li>• Balancing Strength and Flexibility Circuit</li> <li>• Introduction to Yoga</li> </ul>	Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		<ul style="list-style-type: none"> <li>• Introduction to Pilates</li> <li>• Combining Aerobic Capacity and Flexibility</li> <li>• Body Composition Circuit</li> <li>• Body Composition BINGO</li> <li>• Build a Pyramid</li> <li>• Nutrition Team Challenge</li> <li>• Fruit Smoothie</li> </ul>	
Willingly tries new activities.	Cooperatives: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Adventure Racing 101</li> <li>• Cross the Pond</li> <li>• Log Jam</li> </ul>	Cooperatives



## SPARK Alignment with Georgia Physical Education Standards Grade 8 MS (2011 Version)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>PE 8.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.</b>			
Performs specialized manipulative skills in an applied setting to include dribbling and passing.	Specific Unit: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Self-Check</li> <li>• Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Pass or Dribble?</li> <li>• Passing Drills</li> <li>• Dribble Keep Away</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Hockey</li> <li>• Soccer</li> </ul>
Performs movement skills in complex activity settings.	Specific Unit: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Self-Check</li> <li>• Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Quick-Play Mini-Football</li> <li>• Sepak Takraw</li> <li>• Disc Golf</li> </ul>	<ul style="list-style-type: none"> <li>• Football</li> <li>• World Games</li> <li>• Flying Disc</li> </ul>
Demonstrates use of tactics in small-sided games.	Specific Unit: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Self-Check</li> <li>• Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-Soccer</li> <li>• Mini-Hockey</li> <li>• 3-on-3 Basketball</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Hockey</li> <li>• Basketball</li> </ul>
<b>PE 8.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</b>			
Identifies movement and strategies necessary for skilled physical performance.	Specific Unit: <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Performance Rubrics</li> <li>• Peer Coaching</li> <li>• Written Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Target Golf</li> <li>• Bullseye and Long Shot</li> <li>• Singles/Doubles Game Play</li> </ul>	<ul style="list-style-type: none"> <li>• Golf</li> <li>• Soccer</li> <li>• Handball</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Identifies key critical elements of complex motor skills.	Specific Unit: <ul style="list-style-type: none"> <li>Self-Check</li> <li>Peer Coaching</li> </ul>	<ul style="list-style-type: none"> <li>Advanced Progressions</li> <li>Serving Challenges</li> <li>Advanced Shots</li> </ul>	<ul style="list-style-type: none"> <li>Stunts and Tumbling</li> <li>Volleyball</li> <li>Handball</li> </ul>
Analyzes an athlete's performance of a sports skill and provide suggestions for improving the performance.	Specific Unit: <ul style="list-style-type: none"> <li>Peer Coaching</li> </ul>	<ul style="list-style-type: none"> <li>Swing Jigsaw (Lady's Turns, Gentleman's Turns)</li> <li>Stunts and Tumbling Buffet</li> <li>Target Ball</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Stunts and Tumbling</li> <li>Racquets and Paddles</li> </ul>
Identifies and applies principles of practice and conditioning to enhance performance.	Sample debrief question: <i>How do you apply rotation principles when performing a cartwheel? Throwing a disc?</i>	<ul style="list-style-type: none"> <li>Advanced Progressions</li> <li>Shot Put</li> <li>Disc Throwing Stations</li> </ul>	<ul style="list-style-type: none"> <li>Stunts and Tumbling</li> <li>Track</li> <li>Flying Disc</li> </ul>
Applies appropriate tactics and procedures to various movement forms.	Specific Unit: <ul style="list-style-type: none"> <li>Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Tee Ball Derby</li> <li>Dribble Keep Away</li> <li>Pass or Dribble?</li> </ul>	<ul style="list-style-type: none"> <li>Softball</li> <li>Soccer</li> <li>Basketball</li> </ul>
<b>PE 8.3: Participates regularly in physical activity.</b>			
Participates daily for 60 minutes in physical activity of their choosing.	<ul style="list-style-type: none"> <li>Pedometer Log</li> <li>Personally Fit Activity Challenge:</li> <li>In the Mood to</li> </ul>	<ul style="list-style-type: none"> <li>Gotta Have Heart</li> <li>Aerobic Capacity Circuit</li> <li>Heart Rate Highway</li> </ul>	Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	Move	<ul style="list-style-type: none"> <li>• Basic Exercise Techniques</li> <li>• Fitness in the Middle</li> <li>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball Workout</li> <li>• Range of Motion Circuit</li> <li>• Balancing Strength and Flexibility Circuit</li> <li>• Introduction to Yoga</li> <li>• Introduction to Pilates</li> <li>• Combining Aerobic Capacity and Flexibility</li> <li>• Body Composition Circuit</li> <li>•</li> </ul>	
Identifies ways to increase levels of physical activity in daily routines.	Sample debrief question: <i>What are some things you can do to increase</i>	<ul style="list-style-type: none"> <li>• SPARKfit</li> <li>• Personally Fit</li> </ul>	SPARKfamily.org

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<i>the amount of physical activity you get in your every-day routines?</i>		
<b>PE 8.4: Achieves and maintains a health-enhancing level of physical fitness</b>			
Interprets results of criterion-referenced fitness assessments and develops a plan for reaching fitness goals.	Fitness: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self Check</li> <li>• Teacher Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• SPARKfit</li> <li>• Personally Fit</li> </ul>	SPARKfamily.org
Applies basic principles of training to design and implement a program for maintaining or improving health-related muscular strength.	Sample debrief question: <i>How can you safely apply the principle of overload to your weight training routine?</i>	<ul style="list-style-type: none"> <li>• Basic Exercise Techniques</li> <li>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball Workout</li> </ul>	Fitness
Participates in muscular endurance activities for a sustained period of time.	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> <li>• Basic Exercise Techniques</li> <li>• Resistance Band Workout</li> <li>• Stability Ball and Medicine Ball Workout</li> </ul>	Fitness
<b>PE 8.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b>			
Demonstrates the ability to resolve conflicts in a physical activity setting.	Cooperatives: <ul style="list-style-type: none"> <li>• MS Unit Written Tests</li> <li>• Peer Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Radioactive River</li> <li>• Karrimor International Mountain</li> </ul>	Cooperatives

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> <li>• Self Check</li> <li>• Teacher Rubrics</li> </ul> Coulda Shoulda Woulda (all units)	Marathon <ul style="list-style-type: none"> <li>• Final Cooperative Adventure Race</li> </ul>	
Assumes leadership roles to facilitate class management.	<ul style="list-style-type: none"> <li>• Cooperatives Self-Check</li> <li>• Cooperatives Performance Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility and Routines</li> <li>• Respect and Roll-Taking</li> </ul>	The First 5 Lessons
<b>PE 8.6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>			
Recognizes the role of sport, games, and dance in modern culture.	World Games Written Test	<ul style="list-style-type: none"> <li>• Merengue Mixer!</li> <li>• Event: Let the Games Begin!</li> <li>• Sepak Takraw</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Track and Field</li> <li>• World Games</li> </ul>
Analyze the relationship between inactivity and obesity and diabetes type II.	Sample debrief question: <i>How does diet and exercise affect your weight?</i>	<ul style="list-style-type: none"> <li>• Body Composition Circuit</li> <li>• Body Composition BINGO</li> <li>• Build a Pyramid</li> <li>• Nutrition Team Challenge</li> <li>• Fruit Smoothie</li> </ul>	Fitness

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Appreciates the aesthetic performance of self and others.	Sample debrief question: <i>What makes a performance visually appealing? How would changing the speed (direction, level, etc.) affect the way your routine looks?</i>	<ul style="list-style-type: none"> <li>• Create a Hip Hop Routine</li> <li>• Create a Routine</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Stunts and Tumbling</li> <li>• Jump Rope</li> </ul>

## SPARK Alignment with Georgia Physical Education Standards High School (2011 Version)

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<b>PEHS 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.</b>			
Demonstrates competence while performing skills in a variety of settings or activities including sport, rhythms, and other lifetime and recreational activities.	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Star Quest</li> <li>• Basic Training: FUNctional Fitness Jigsaw</li> <li>• Waltzing Royalty Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperatives: Orienteering</li> <li>• Strength Training</li> <li>• Dance</li> </ul>
Performs skills, which at a level of competency, contributes to health related fitness.	Specific Unit: <ul style="list-style-type: none"> <li>• Peer Coach</li> <li>• Self-Check</li> <li>• Teacher Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• HIIT Basic Training</li> <li>• On-the-Move</li> <li>• Battle Zone</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Soccer</li> <li>• Flying Disc: Ultimate</li> </ul>
<b>PEHS 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</b>			
Integrates a variety of strategies, tactics, concepts, and skills during sports and activities.	Specific Unit: <ul style="list-style-type: none"> <li>• Teacher Rubric</li> <li>• Fun-day-mentals Jigsaw Notes</li> </ul>	<ul style="list-style-type: none"> <li>• National Arbor Day</li> <li>• Stack Up</li> <li>• Volley-Call 1</li> </ul>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Flying Disc: Ultimate</li> <li>• Volleyball</li> </ul>
Creates a sequence of movements (dance, gymnastics, sports, etc.) that transition and flow smoothly from one to the next.	Create Your Own Routine Card	<ul style="list-style-type: none"> <li>• iFreestyle Aerobics</li> <li>• iCardio Kickboxing</li> <li>• Create a Hip Hop Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Group Fitness</li> <li>• Dance</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Evaluates skills needed for sports, outdoor, rhythm, and lifetime leisure activities.	Specific Unit: <ul style="list-style-type: none"> <li>• Self-Check</li> <li>• Fun-day-mentals Jigsaw Notes</li> </ul>	Fun-day-mentals Jigsaw	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Flying Disc: Ultimate</li> <li>• Badminton</li> </ul>
<b>PEHS 3: Participates regularly in physical activity.</b>			
Utilizes effective time management skills to incorporate opportunities for physical activity outside of physical education class.	<ul style="list-style-type: none"> <li>• Personally Fit Activity Challenge: In the Mood to Move</li> <li>• Heart Rate Monitor Logs</li> <li>• Pedometer Logs</li> <li>• Personal Fitness Program Development</li> </ul>	Personal Fitness Program Development	<ul style="list-style-type: none"> <li>• Strength Training</li> <li>• Group Fitness</li> <li>• Wellness Walking</li> </ul>
Participates in school or community-based physical activities with little or no cost.	Personally Fit Activity Challenge: In the Mood to Move	<ul style="list-style-type: none"> <li>• Create Your Own ST Program</li> <li>• Personal Fitness Program Development</li> <li>• Wellness Walking Personal Best</li> </ul>	<ul style="list-style-type: none"> <li>• Strength Training</li> <li>• Group Fitness</li> <li>• Wellness Walking</li> </ul>
<b>PEHS 4: Achieves and maintains a health-enhancing level of physical fitness</b>			



Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
<p>Implements a comprehensive fitness plan and adjusts various components of fitness necessary to maintain a healthy level of fitness throughout life.</p>	<ul style="list-style-type: none"> <li>• Personally Fit</li> <li>• SPARKfit</li> <li>• Fitness Unit Written Test</li> <li>• Sample debrief question: <i>What are some activities that are effective in improving each of the health-related physical fitness components?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Create Your Own ST Program</li> <li>• Personal Fitness Program Development</li> <li>• Personally Fit</li> <li>• SPARKfit</li> </ul>	<ul style="list-style-type: none"> <li>• Strength Training</li> <li>• Group Fitness</li> <li>• SPARKfamily.org</li> </ul>
<p>Maintains or improves fitness level by using the results of the national fitness assessment to guide changes in a personal program of physical activity.</p>	<p>Fitness Personal Best Assessment</p>	<ul style="list-style-type: none"> <li>• Create Your Own ST Program</li> <li>• Personal Fitness Program Development</li> <li>• Personally Fit</li> <li>• SPARKfit</li> </ul>	<ul style="list-style-type: none"> <li>• Strength Training</li> <li>• Group Fitness</li> <li>• SPARKfamily.org</li> </ul>
<p>Uses technologies to assess, enhance, and maintain health-related and skill-related fitness.</p>	<ul style="list-style-type: none"> <li>• <i>Create A Routine (Fitness Aerobic Capacity)</i> <i>Extension: Heart Rate Monitors</i></li> <li>• Heart Rate Monitor Logs</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobics Basic Training</li> <li>• Basic Training: FUNctional Fitness Jigsaw</li> <li>• Walking Circuits</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Strength Training</li> <li>• Wellness Walking</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
	<ul style="list-style-type: none"> <li>• Pedometer Logs</li> </ul>		
Analyzes the relationship between physical activity and longevity.	Fitness Personal Best Assessment	<ul style="list-style-type: none"> <li>• Personal Fitness Program Development</li> <li>• Personally Fit</li> <li>• SPARKfit</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• SPARKfamily.org</li> </ul>
Evaluates the relationship of exercise (fitness) and nutrition.	Fitness Personal Best Assessment	<ul style="list-style-type: none"> <li>• Body Composition Circuit</li> <li>• Body Composition BINGO</li> <li>• Build a Pyramid</li> <li>• Nutrition Team Challenge</li> <li>• Fruit Smoothie</li> </ul>	Fitness
Develops fitness goals that are gender, age, and skill appropriate.	Fitness Personal Best Assessment	<ul style="list-style-type: none"> <li>• Personal Fitness Program Development</li> <li>• Personally Fit</li> <li>• SPARKfit</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• SPARKfamily.org</li> </ul>
<b>PEHS 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b>			
Displays the ability to design rules, procedures, and routines appropriate for the group.	<i>Create a Game Task Card</i>	<ul style="list-style-type: none"> <li>• Event: The Crackerjack Classic (Option 1: Create &amp; Play Your Own Game)</li> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Fitness</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
		(Aerobic Capacity) <ul style="list-style-type: none"> <li>• Create a Routine</li> </ul>	<ul style="list-style-type: none"> <li>• Jump Rope</li> </ul>
Exhibits the ability to decipher between ethical and unethical behavior.	Coulda Shoulda Woulda (all units)	<ul style="list-style-type: none"> <li>• Adventure Race 101</li> <li>• Game Day 101</li> </ul>	SPARK HS PE 101
Demonstrates the ability to apply the rules and etiquette of various physical activities regardless of societal or cultural differences.	<ul style="list-style-type: none"> <li>• Character Matters Assessments</li> <li>• Coulda, Shoulda, Woulda Character Ed Journaling Pages</li> </ul>	<ul style="list-style-type: none"> <li>• SPARK Event 101</li> <li>• Battle Zone</li> <li>• Game Day 101</li> </ul>	<ul style="list-style-type: none"> <li>• SPARK HS PE 101</li> <li>• Flying Disc: Ultimate</li> <li>• SPARK HS PE 101</li> </ul>
Applies safe practices in the physical education setting.	Strength in Numbers Challenge (SFI-ST Certification)	<ul style="list-style-type: none"> <li>• Strength Training Adventure Race</li> <li>• Event: Strength in Numbers</li> </ul>	Strength Training
<b>PEHS 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>			
Explain(s) why participation in activities is enjoyable and desirable either alone or in a group.	Create Your Own Strength Training Program Think About...	<ul style="list-style-type: none"> <li>• Event: Strength in Numbers</li> <li>• Score More!</li> <li>• Walk-Jog-Run</li> </ul>	<ul style="list-style-type: none"> <li>• Strength Training</li> <li>• Cooperatives: Orienteering</li> <li>• Wellness Walking</li> </ul>

Standard	Suggested Assessments	Sample SPARK Activities	Corresponding SPARK Unit
Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.	Create Your Own Freestyle Aerobics Routine Card	<ul style="list-style-type: none"> <li>• SPARK Fitness Instructor Certification/ Studio Showdown</li> <li>• Create a Hip Hop Routine</li> <li>• iFreestyle Aerobics</li> </ul>	<ul style="list-style-type: none"> <li>• Group Fitness</li> <li>• Dance</li> <li>• Group Fitness</li> </ul>